



Functional Independence

English Language Arts

Official Released Items

Grade 6

Fall 2008
Official Released Items

**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

The Grade 6 Functional Independence English Language Arts Assessment was administered for the first time in Fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2008 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2008 Grade 6 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

Assessment Component	Number of Core Items	Number of Released Items
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

Copyright© 2008, held by the State Administrative Board, State of Michigan. All rights reserved. Printed in U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MI-Access assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from the Office of Educational Assessment and Accountability.

PART 1

ACCESSING PRINT - WORD RECOGNITION

DIRECTIONS: Read each sentence. Then, choose the word that belongs in the sentence.

R1 After dinner, Joe clears the dishes from the table. Then, his brother _____ the dishes.

A wakes

B waits

C washes

R2 Amanda was watching a TV show about Australia. It showed animals like _____ and koala bears.

A kangaroos

B kitchens

C knights

R3 Kathy puts her dirty _____ in a basket. Then, she takes it to the laundry room.

A clothes

B clouds

C classes

R4 Billy and Cindy help clean the house. They each have several _____ to do.

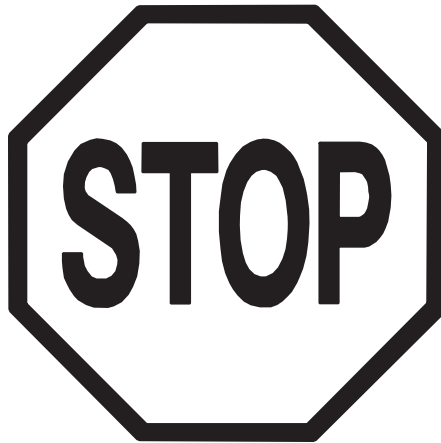
A chains

B chores

C chairs



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage**Let's Play Volleyball!**

Today is September 15. Mrs. Smith reminds the class that there are only a few more days to sign up for Washington Middle School's volleyball club. Later that morning, Lewis and Ruby are walking to their next class together and see this flyer posted outside the school office.

**SIGN UP FOR THE
WASHINGTON MIDDLE SCHOOL VOLLEYBALL CLUB!**

Playing volleyball is a great way to stay in shape and to make new friends. There are no try-outs for the club. Everyone who wants to play will be able to join.

SIGNING UP: Students can join the volleyball club the week of September 14–18. Students can sign up in the gym after school between 3:00 and 3:30 P.M.



PERMISSION SLIPS: Permission slips are available in the school office. They are due to Coach Foley by September 18. Students must have a signed permission slip from a parent or guardian.

PLAYING TIMES: The volleyball club will meet on Tuesdays and Thursdays. The first club meeting will be September 22. Club members will play volleyball from 4:00–6:00 P.M.

Don't forget to bring sweatpants, a t-shirt, and gym shoes to each meeting. Students can use the locker rooms to change.

Lewis and Ruby think the volleyball club sounds like fun. They pick up permission slips from the school office and then go to their next class.

R5 What is this passage **mostly** about?

- A** going to a volleyball game
- B** signing up for a club
- C** meeting new friends at school

R6 Where do Ruby and Lewis see the sign?

- A** outside the school office
- B** in Mrs. Smith's classroom
- C** in Washington Middle School's gym

R7 When can students sign up for the volleyball club?

- A** only on September 18
- B** September 14-18
- C** September 22

R8 When will the volleyball club play?

- A** before school
- B** during school
- C** after school

R9 When are the permission slips due?

- A** September 18
- B** September 15
- C** September 22

R10 In this passage, Coach Foley is **probably**

- A** a student in Mrs. Smith's class.
- B** the principal of the school.
- C** the person in charge of the club.

R11 What will students need to bring to each volleyball club meeting?

- A** a pair of gym shoes
- B** a volleyball
- C** a permission slip



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: Tell about a place you like to visit. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 6 assessment will measure Grade 5 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		ACCESSING PRINT	
		Part 1 - WORD RECOGNITION	
R1	R.WS.05.FI.EG03	Recognize frequently encountered words	C
R2	R.WS.05.FI.EG03	Recognize frequently encountered words	A
R3	R.WS.05.FI.EG03	Recognize frequently encountered words	A
R4	R.WS.05.FI.EG03	Recognize frequently encountered words	B
		Part 2 - TEXT COMPREHENSION	
		Functional Passage	
R5	R.CM.05.FI.EG02	Identify main ideas and details	B
R6	R.CM.05.FI.EG02	Identify main ideas and details	A
R7	R.CM.05.FI.EG02	Identify main ideas and details	B
R8	R.CM.05.FI.EG01	Make inferences, predictions, and conclusions	C
R9	R.CM.05.FI.EG02	Identify main ideas and details	A
R10	R.CM.05.FI.EG01	Make inferences, predictions, and conclusions	C
R11	R.CM.05.FI.EG02	Identify main ideas and details	A
		EXPRESSING IDEAS	Score Points Possible
R12	W.GN.05.FI.EG01	Write/draw personal narrative	4



Michigan Department of Education
Office of Educational Assessment and Accountability
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(517) 241-4416
www.mi.gov/mi-access